

BARNWELL PRIMARY

734 Hagood Ave.
Barnwell, SC 29812

Grades	PK-3 Elementary School	
Enrollment	782 Students	
Principal	Robbie Eubanks	803-541-1320
Superintendent	Roy Sapough	803-541-1300
Board Chair	Chad Perry	803-259-9753

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	At-Risk
2010	Average	Excellent
2009	Below Average	At-Risk
2008	Below Average	Below Average
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

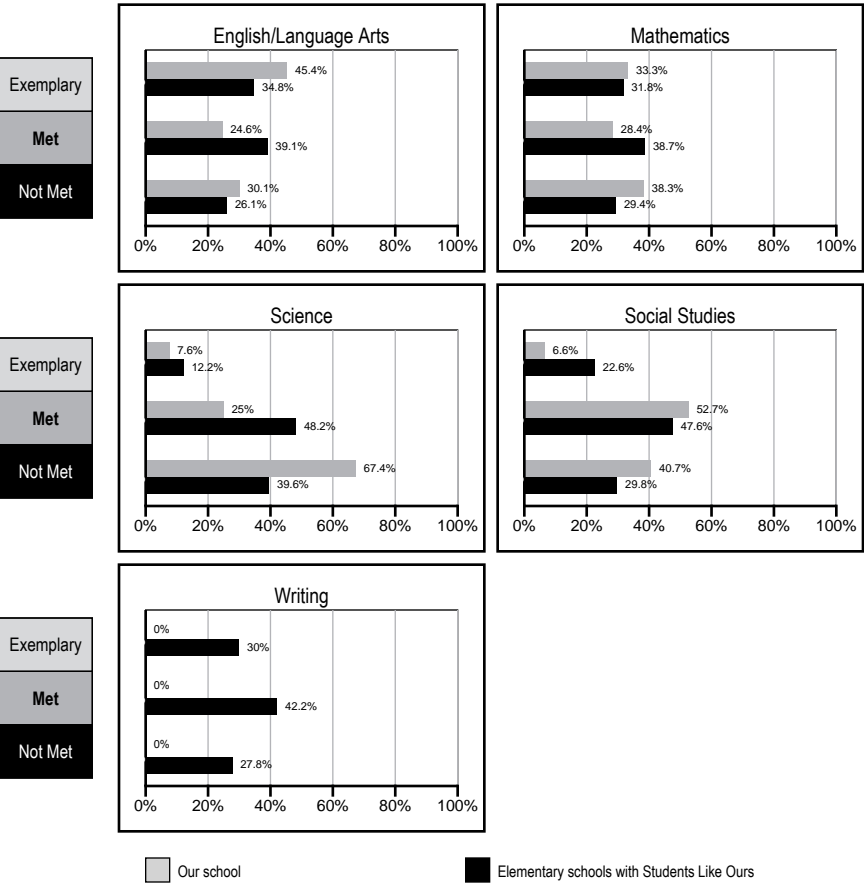
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	16	93	11	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=782)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.4%	Up from 4.7%	1.3%	1.1%
Attendance rate	95.2%	Up from 94.5%	95.9%	96.2%
Served by gifted and talented program	9.6%	Down from 12.6%	11.5%	13.4%
With disabilities other than speech	2.3%	Down from 8.1%	4.8%	4.1%
Older than usual for grade	0.8%	Down from 1.7%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	59.7%	Down from 60.3%	60.3%	62.5%
Continuing contract teachers	90.3%	Down from 98.3%	88.4%	88.2%
Teachers returning from previous year	92.7%	Up from 91.3%	87.4%	87.8%
Teacher attendance rate	96.9%	Up from 91.4%	94.9%	95.2%
Average teacher salary*	\$46,745	Down 3.2%	\$46,621	\$46,773
Professional development days/teacher	4.3 days	Down from 5.7 days	11.2 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 20.2 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.4%	Up from 87.9%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,216	Down 11.9%	\$7,407	\$7,447
Percent of expenditures for instruction**	72.4%	Up from 68.7%	67.2%	68.4%
Percent of expenditures for teacher salaries**	70.6%	Up from 64.8%	64.4%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Barnwell Primary School continues to make progress in addressing and meeting challenging goals. The faculty and staff continue to work diligently to maximize student achievement. Barnwell Primary School was awarded the Palmetto Gold and Silver Award for the 2010-2011 school year.

Barnwell Primary School partnered with the Save the Children Foundation reading initiative. This partnership provided forty students with reading intervention in an after-school program and a during the school day reading program.

Students are recognized throughout the year for academic success, academic improvement, perfect attendance, and character education/citizenship.

Barnwell Primary School continues to have very active programs for Parent Volunteers, Mentors, Foster Grandparents, and Teacher Cadets which help drive student achievement. Barnwell Primary also provides community service projects such as: recycling aluminum cans, paper, ink cartridges, cell phones and box tops. Again, our PTO sponsored a Christmas can food drive for needy families in the community. A school-community partnership also sponsored snack bags for the needy during the weekends. BPS sponsored activities to raise money for American Cancer Society, Pennies for Patients, Wounded Soldiers and Jump Rope for Heart.

With Title I and Technical Assistance Funds, we were able to continue to implement Reading and Math Intervention programs to reach all students with academic needs. Teachers were also provided staff development in the areas of reading and mathematics to increase effective instructional practices.

BPS is a Positive Behavior Interventions and Supports (PBIS) school. Students received recognition throughout the school year for good behavior.

The school guidance counselor continues the implementation of character education and conflict resolution programs in the classrooms via one-on-one and group sessions.

Parental involvement continues to be strength. Various programs were implemented throughout the school year to provide parents with the opportunity to be engaged in students' learning and success. The PTO has also worked diligently to raise funding for new playground equipment.

Barnwell Primary School is accredited by the Southern Association of Colleges and Schools.

Mrs. Elizabeth Buxton, SIC Chair

Mr. Robbie Eubanks, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	155	114
Percent satisfied with learning environment	86.5%	92.7%	89.3%
Percent satisfied with social and physical environment	90.4%	82.5%	82.3%
Percent satisfied with school-home relations	74.5%	85.7%	92.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	201	99	30	24.2	45.8	83.7	72.7	82.4	Yes	Yes
Gender										
Male	97	100	33	24.2	42.9	79.1	66.3	78.7	N/A	N/A
Female	104	98.1	27.3	24.2	48.5	87.9	79.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	72	98.6	19.1	26.5	54.4	86.8	81.9	88.9	Yes	Yes
African American	109	99.1	39.8	25.2	35	81.6	62.8	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	36	100	45.5	27.3	27.3	63.6	41.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	155	99.4	36.3	24.7	39	81.5	67.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	201	99	38.4	27.9	33.7	73.7	67.5	81.9	No	Yes
Gender										
Male	97	100	40.7	30.8	28.6	69.2	65.6	79.9	N/A	N/A
Female	104	98.1	36.4	25.3	38.4	77.8	69.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	72	98.6	26.5	29.4	44.1	86.8	79.6	88.9	Yes	Yes
African American	109	99.1	49.5	27.2	23.3	63.1	54.5	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	60	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	36	100	57.6	30.3	12.1	54.5	32.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	155	99.4	45.2	28.8	26	68.5	60.6	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	99	100	65.6	25	9.4	34.4	48.3	68.6
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Gender

Male	46	100	70.5	20.5	9.1	29.5	49	68.3
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Female	53	100	61.5	28.8	9.6	38.5	47.7	68.9
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Racial/Ethnic Group

White	35	100	45.5	48.5	6.1	54.5	63.8	80.7
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African American	54	100	81.1	9.4	9.4	18.9	31.8	51.4
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.7	85.3
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	33.3	61.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
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Disability Status

Disabled	20	100	73.7	15.8	10.5	26.3	19.5	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
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Socio-Economic Status

Subsidized meals	81	100	73.1	19.2	7.7	26.9	38.7	57.3
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Social Studies

All Students	103	98.1	40.6	53.1	6.3	59.4	53.6	72.5
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Gender

Male	53	98.1	41.7	52.1	6.3	58.3	52.8	72
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Female	50	98	39.6	54.2	6.3	60.4	54.5	73.1
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Racial/Ethnic Group

White	36	100	34.3	60	5.7	65.7	65.6	81
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African American	57	96.5	46.2	48.1	5.8	53.8	40.5	60
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	44.4	69.6
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	73.5
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Disability Status

Disabled	19	94.7	N/AV	N/AV	N/AV	37.5	18.4	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	69.7
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Socio-Economic Status

Subsidized meals	76	97.4	45.7	48.6	5.7	54.3	45.8	62.9
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Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	56	73.2	95.2	95.5
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	51.9	67.2	95.2	95.4
Female	N/A	N/AV	N/A	N/A	N/A	N/A	60.1	79.4	95.2	95.6
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	66.8	81.5	94.5	94.9
African American	N/A	N/AV	N/A	N/A	N/A	N/A	42.6	61.3	95.7	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.5	98.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	95.7	95.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.2	96.2
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	10	26	94.9	94.8
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	96.5	96.5
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	49.8	63.2	94.9	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	202	100	25	27.6	47.4	75
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	198	99	29.8	24.5	45.7	70.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	202	100	34.4	32.8	32.8	65.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	198	99	38.3	28.2	33.5	61.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	103	99	54.5	30.3	15.2	45.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	99	100	65.6	25	9.4	34.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2010	3	103	99	44.2	41.1	14.7	55.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	100	98	40.4	53.2	6.4	59.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2010	3	202	94.1	30.1	35	35	69.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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